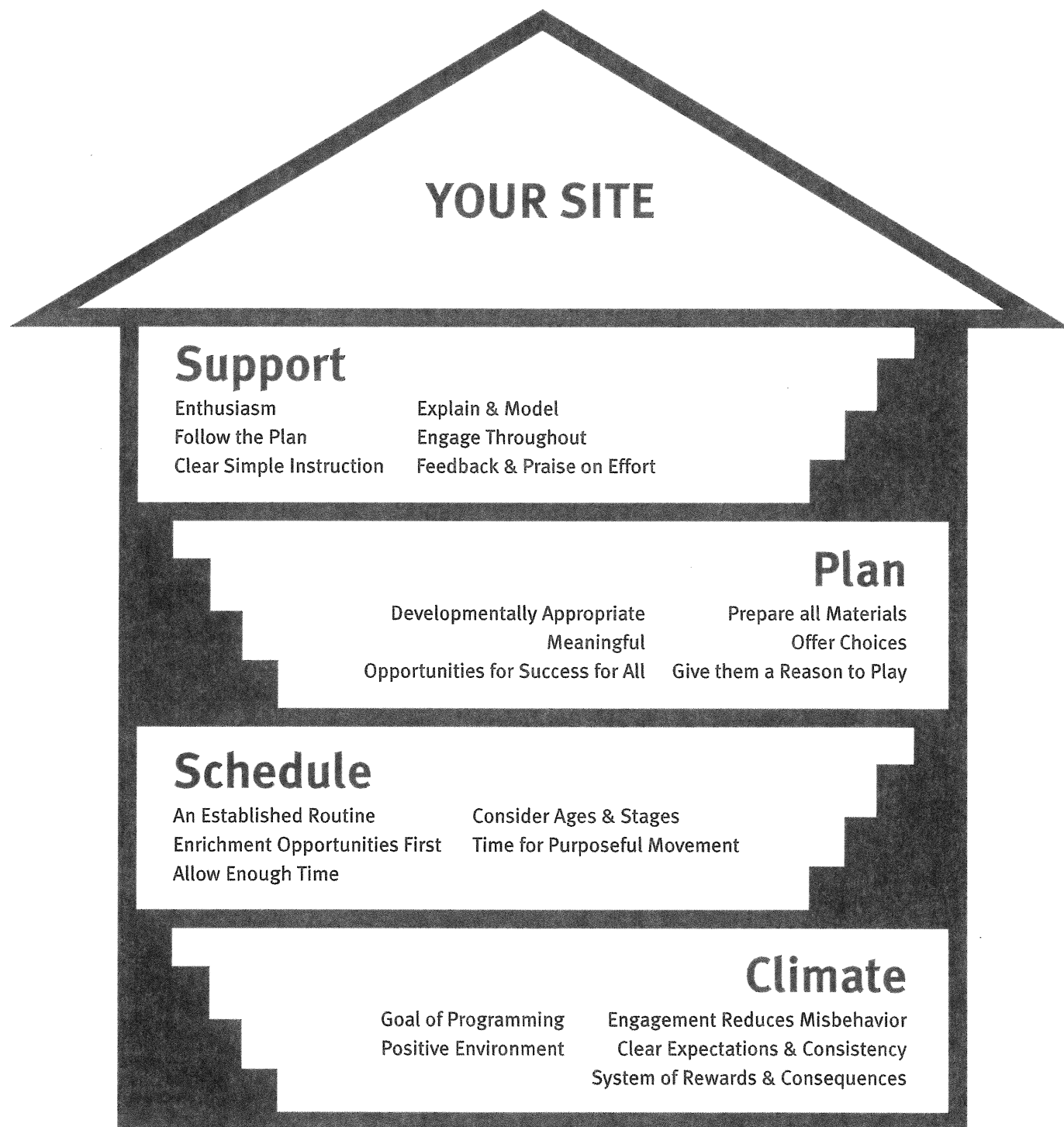




Out of School Time Frontline Staff Leadership Training

4 Components of an Effective Out-of-School-Time Program



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FRONTLINE STAFF LEADERSHIP TRAINING

Course Content:

- Session 1 X-Factor = The Importance of Afterschool, 4 Components of an Effective OST Program (support, plan, schedule and climate), Opportunity and Achievement Gaps, Site Climate and Culture, Ages and Stages of Child Development, Strategies for Supporting Positive Behavior

- Session 2 Theme-Based Planning: Web and Activity Packet with completed examples, Resources for Theme and Lesson Plans

- Session 3 Reading Strategies: Popcorn Reading, Teacher-Led Read Aloud, Choral Reading, Literature Circles, Buddy Reading
Response/Comprehension Activities: One-Hand Book Review, Acting Out a Scene, Drawing Beginning/Middle/Ending, Think-Pair-Share, Student Generated Questions for Quiz Show, Multiple Intelligence Response Activities, Resources for Book/ Authors and Book Leveling, Questioning for Quality Thinking

- Session 4 Writing Strategies: Connect Words, Best Game Ever, Cooperative Story Writing, Would You Rather...
More Literacy Extension Activities, Using Fiction and Non-fiction, Des Moines Public Library Club Programs

- Session 5 STEM:
Literacy in Science, Steps, Tools, Scientific Method Made Simple, Complete Lesson Plans for Teaching Each Element, STEM Books and Themed-Lesson Plan Resources, Math Games and Activities for Problem Solving, Logic, Reasoning, Patterns, Number and Shape Sense, Writing, Measurement

- Session 6 Leadership, Staff Training and Development, Incorporating Technology, Local Fieldtrips and Partnerships

UWCI OST Literacy Initiative

Evaluation Framework

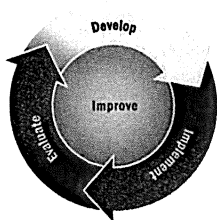
October 13, 2014

Initiative Goal: Build and sustain the organizational and staff capacity of OST programs to provide high quality learning activities before school, after school and over the summer.

Outcome	Not Evident	Minimal	Progressing	Satisfactory
1: Improved quality of activities ✓ Planned – there is forethought put into the activities so there are intentional learning opportunities, activities have a purpose or goal, there is lesson planning occurring ✓ Includes literacy – domains of language are present in most activities, there are opportunities for youth to listen, speak, read, write, and practice vocabulary ✓ Engaging – children and youth are on task, activities are interesting to them ✓ Scheduled – there is regular time set aside for activities across the day, week, and year ✓ Frequency – quality learning activities are happening often	No evidence that activities are of quality based on definition of planned, includes literacy, engaging, scheduled and frequency	Activities may be of quality, but these quality activities are <i>infrequent</i>	Quality activities are happening <i>more frequently</i>	Quality activities are happening a <i>majority of the time</i>
2. Improved quality of resources to support activities, including, but not limited to: ✓ Technology ✓ Books ✓ Curricula ✓ Materials The quality of resources is defined by quantity, appropriateness, and categorical diversity.	No evidence of quality resources to support quality activities based on the definition provided	The resources used for learning activities <i>do not meet the definition</i> provided in whole or part	The quality of resources (in any way based on the definition) are <i>improving</i>	The site <i>consistently</i> utilizes resources that are appropriate, diverse and of sufficient quantity to support high quality learning activities
3: Improved staff competency to provide high quality activities ✓ Motivated to learn and adapt strategies, willingness to work with the literacy coach ✓ Self-directed in planning and implementing strategies ✓ Creates and sustains an environment/atmosphere conducive to learning ✓ Maintains positive relationships with participants ✓ Provides high quality activities regularly	No evidence of staff competency based on the definition provided	Staff exhibit either <i>one or two</i> of the indicators of competency, competency may be <i>inconsistent</i> among all staff	Staff are showing <i>growth</i> in competency	<i>Consistently</i> across all staff at site, staff are <i>competent</i> based on the definition of motivated, self-directed, classroom management, positive relationships and frequently providing quality activities

October 13, 2014

<p>4. Improved stakeholder collaborations to support quality programming. Stakeholders may include, but are not limited to:</p> <ul style="list-style-type: none"> ✓ Parents ✓ Peer organizations through the OST Network ✓ Schools ✓ Partners and other service providers 	No evidence of stakeholder collaborations	Stakeholder collaborations <i>do not fit the definition</i> in whole or part	Collaborations with any stakeholders are <i>improving</i>	The site <i>consistently</i> engages and collaborates with all applicable stakeholders to support high quality learning activities
<p>5. Improved use of participant data to inform quality activities and evaluate impact</p>	No evidence of use of participant data to inform activities or evaluate programming	Participant data is not effectively collected or is not effectively utilized for informing activities and/or evaluating program impact	Use of participant data to inform activities and evaluate impact is <i>happening more frequently</i>	Site <i>consistently</i> collects and utilizes participant data to inform quality learning activities and <i>evaluate</i> program impact



INSTRUCTIONS: Draw arrows to indicate if each area is an area of strength for you or an area of growth. After you get done, look over the entire list and star the 5 qualities you think are most important. Circle the 3 you think are least important. Underline the thing that you'd like to focus on for the next week.



**Self-
Assessment of Effective
Qualities**

My Strengths	Qualities of Effectiveness	My Areas for Growth
	<p>Develops a positive group environment:</p> <ul style="list-style-type: none"> • Welcomes and engages each student at the start of Club • Knows the name of each student • There are clear <u>individual</u> incentives and consequences in place (not food) • There are clear <u>group</u> incentives and consequences in place (not food) • Expectations are clear and consistent from day to day • Behavior issues are discussed in terms of RICES • More time and recognition is spent on good behavior than bad • Student successes and good behavior is recognized publicly • Student misbehavior is addressed privately 	
	<p>Academic Time (Powerhour, Homework Time, Book Club)</p> <ul style="list-style-type: none"> • Delivers instruction with enthusiasm and confidence • Develops a routine to begin and end academic times smoothly • Maintains an a focused and calm learning environment • Is available to students for help • Provides opportunities for choice in activities • Shows interest and engagement with student work/ideas • Finds opportunities for quiet or struggling students to engage/speak/share • Finds way for students to engage in higher order thinking (questioning and creating) • Answers student questions • Gives student leadership opportunities 	

My Strengths	Qualities of Effectiveness	My Areas for Growth
	<p>Communication</p> <ul style="list-style-type: none"> • Communicates to share leadership among staff • Uses clear communication between peers/co-workers to discuss issues • Communicates questions, concerns, and suggestions to administration • Responds to walkie-talkies promptly • Does not let walkie-talkie distract during academic programming <p>Scheduling and Space</p> <ul style="list-style-type: none"> • Prepares to lead Club programming • Prepares academic activities for Powerhour/Homework time • Starts and ends programming on time • Uses all academic time efficiently • Works with student students to clean/maintain space • Leaves room/space clean and ready • Can adapt/extend programming in meaningful ways to fit schedule <p>Professional Development</p> <ul style="list-style-type: none"> • Willing to experiment with new enrichment activities • Willing to experiment with new behavior management techniques • Sets targeted goals for improvement 	

Writing Extension Ideas

Pen Pals	This is essentially a book discussion in letter form: Students reading the same book (ideally) write a letter to a friend summarizing what happened, why they liked it (or not), questions they had, and what connections they could make from the text to their lives. The letter is delivered and their pen pal writes back, responding and adding on.
Journaling	Students free form write about any number of things: what will happen next, what they would change about the story or any other journaling prompts or comprehension questions, like alternate endings, how they would handle a problem, or a book review.
Create Crossword	Students create a crossword with clues that relate to the book they're reading. How many words can they get to intersect?
Cooperative Stories	Students sit around a table and start writing a continuation or different ending of the story they just heard. After a couple minutes of writing they pass their story on for the next person to add on to and get someone else's story to continue. This continues until the story is wrapped up. Sharing out is great, since everyone contributed.
Diamante Poem (diamond shaped)	Line 1: Name of Character Line 2: Two words to describe character in beginning Line 3: Three "ing" words to describe character Line 4: Two words to describe character at the end Line 5: One word to describe character overall
Sensory writing:	Students write a story that incorporates all the senses into it; this is great work for improving descriptive language skills. Encourage them to 'show, not tell'. That means instead of saying, "The cookies smelled great" they might say "The smell coming from the kitchen was sugary and warm, as I walked closer it got more intense and irresistible."
Travel brochure	Students write a brochure for the place the book takes place and the attractions.

VOCABULARY ACTIVITIES

Activity	Explanation
Heads Up	Either purchase the APP or write vocabulary words on cards and one student holds the word above their head while the other gives them clues to guess it.
Graphic Organizer	Picture it – a box with squares and vocabulary words, students draw a picture to illustrate it. Older students can use the word web.
Musical Words	With music on, students dance around a defined area, when music stop the teacher says "Turn to the person next to you and tell them what _____ means." Start the music and do it again.
Match Up	One group given words or pictures, the other the definitions, they must try to find a match up in a certain amount of time.

Charades	Given a vocabulary word, a student must act it out until someone guess it.
Line it Up	Students are given or write vocabulary words on blank cards. Game leader instructs students to "Put the word that means _____ first." Keep going for the second, third, etc. When all words are lined up, read off the word and the correct order as students check the line.
Jeopardy	Player or teams are given a definition then must answer 1 st using the correct word. Keep score.
Balderdash	A pile of word cards with definitions is in a center stack. Teams get a word and create a fake definition to go with it. Both definitions are read and the other team has to decide which definition is real.
Write a Story	Given a list of the vocabulary words, students write a story that incorporates all the words.

Comprehension Ideas

Setting Map	Teacher reads a descriptive passage while students close eyes to visualize it. Then each student draws their visualization of the setting.
Character Pose	Each group given a character and a specific event. They create a pose that represents that character in that particular time/place.
Character Map	Similar to the setting map, students draw a picture of the character of their choosing and draw a web or bubble map around the character with descriptive words for that character.
SWBS Chart	<p>Have students help you create a SWBS chart:</p> <p>Somebody _____ ?</p> <p>Wanted _____ ?</p> <p>But _____ ?</p> <p>So _____ ?</p>
Think-Pair-Share	<p>Give students a meaty question at the beginning, middle or end of the book. Have them think of their answer and then briefly share it with a partner. Call on a few groups to share their answers, focusing and drawing out different perspectives and the reasoning behind them. Questions like these work well:</p> <ul style="list-style-type: none"> • What do you think will happen next? Why? • How would you feel if _____ happened to you? • This reminds me of ... • Why do you think he/she did _____? • What does this make you wonder about?